

JULIA E. RIVERA  
3 HAVEN PLAZA, #169  
NEW YORK, NY 10009

# ASPIRA

1974-75



INC.

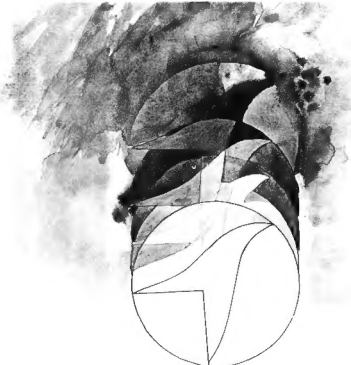
"They have taught her to read so that she can read novels; sometimes she reads novels of religion, sometimes she seeks refuge in the religion of the novel; she has been taught to write so that she may write the novel of her love in the stereotypes of the most stupid of the teachers of love who happen to be at hand; she has been taught to play so that her lips mechanically evoke what her conscious mind fails to understand; she has been taught to work so that she may do the same work mechanically every day or direct it; she has been taught to sing in order to enhance her attractiveness; she had been taught to play the piano to accompany the dancing of those who are fit only to dance all their lives; she has been taught to mistreat a foreign tongue so that she can forget or abuse her own; she has been taught to draw so that she can embroider to perfection or occupy her periods of boredom with the ideal of a man whom she cannot find around her . . ."

*Eugenio Maria de Hostos*

## THE PROGRESSIVE DREAM

*Time has past  
And the dreams have been many.  
The goals were there to reach  
But the obstacles numerous.  
Only the dreams were greater.*

Maria E. Cortes



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Cover illustration was designed in commemoration of International Women's Year.

## FOREWORD

Judge Marvin E. Frankel's court order in August 1974, now popularly known as the "Aspira Consent Decree" ordering bilingual education in New York City's public schools has been the most significant and controversial achievement of Aspira's long history of educational advocacy. It has kept the agency on a high pitch of activity throughout the past year. Through the joint efforts of Aspira of New York, and the Puerto Rican Legal Defense and Education Fund, the fair implementation of the decree throughout the city's public school system has been nurtured throughout the year. It is clear that the court order was only the beginning of a long struggle to provide equal quality educational opportunity for thousands of Hispanic children who cannot now effectively learn in English.

The past year has also brought new dimension to Aspira. A new department for research was begun, funded by the Carnegie Corporation. The new Planning, Evaluation and Research Unit established for Aspira an on-going process of internal agency planning and evaluation to help Aspira's new programs in the development of their activities, and to integrate them more effectively into the existing structure of Aspira's philosophy.

Expansion of Aspira's services was achieved through the creation of the Aspira Parent Training Institute, a total departure from the student oriented programs which the agency has been conducting for over fifteen years since its foundation. The program provides parents of children in the public schools with knowledge and information about the schooling of their children, and attempts to equip them to participate more effectively in the system.

Parents are also aided in understanding the importance of school board elections, students files, Parents Associations, bilingual education, school zoning, and other related matters. An even more vital function of the Parent Training Institute was the dissemination of information concerning the Aspira Consent Decree for Bilingual Education on a city-wide level.

Among its many advances, Aspira's one setback was in the number of students admitted to college this year. On the undergraduate level 70 less students were admitted to college than in Fiscal Year 1973-74. On the graduate and medical school levels, however, the figures grew from 51 students in 1973-74 to 83 students this past year. The decrease in undergraduate enrollment is due partly to a national trend on the part of students to eschew college education, whether because of financial difficulties in the home or because they have been affected by the drastic financial cutbacks imposed on city colleges.

The year ended with summer workshops held by the Borough Leadership Programs, supplying an even greater opportunity for participation by Aspira youth in the cultural life of the city.

The highlight of the workshops was the participation of the students at the "Feria de Expresion Puertorriquena" through the streets of "El Barrio."

The workshops will again be offered next year, under the newly-created Cultural Affairs Department, sponsored by the Aspira Parent Training Institute.

*by: Oscar García Rivera  
Chairman of the Board*

*Merio A. Anglada  
Executive Director*

# ASPIRA ANNUAL REPORT

1974-1975



Bronx Center Percussion  
Workshop.

## ASPIRA PARENT TRAINING INSTITUTE

The Parent Training Institute was a departure from the student geared programs which have been sponsored up to now by Aspira. The main thrust of the program was aimed at the parents of students in the New York public schools of District One, where the institute was based in its inception. The program provides a greater understanding and knowledge of the school system for these parents, who experienced a feeling of isolation because of language or social differences.

Meetings were held on a regular basis with parents to discuss issues which pertained to the education of their children, i.e., pupil suspension, student's files and other school-related matters such as the formation of parent associations, bilingual education, school board elections and school zoning.

A vital component of the A.P.T.I. was the diffusion of information on a City-wide level concerning the recently mandated Consent Decree for bilingual education. This came about through conferences, workshops and sessions with parents, teachers and community leaders. Particular activities by the Institute were conducted on a regular basis, including a trip to Washington D.C. to view the Exhibits at the National Art Gallery, the Christmas Show at the World Trade Center, visits to the Board of Education, and a trip to Albany to observe the Legislature in Action.

An intercultural food-in was held at the end of the school year, with participation of Black, Chinese, and Spanish parents who had regularly attended the activities of the program.



Parents at the intercultural food-in.

## PLANNING, EVALUATION AND RESEARCH UNIT

As of March 1, 1975, Aspira of New York received a grant from Carnegie Corporation of New York to create a "Planning, Evaluation and Research Unit" with an Advisory Council. The selection of the members of the Advisory Council was the result of the participation of Carnegie Corporation of New York's staff with Aspira of New York's staff; these members consist of the following persons: Dr. Rosita Estades, Professor at Hunter College; Dr. Edward Mullen, Chairperson of the Doctoral Division of the School of Applied Social Sciences in Cleveland, Ohio; and Dr. Max Weiner, Director of the Center for Advanced Study in Education (CUNY).

This grant has allowed Aspira of New York to hire two researchers (one for three years and the other for two years) to perform two basic functions:

- To continue an on-going process of internal planning and evaluation which would help Aspira's new programs to plan the development of their activities, and to integrate them effectively into the existing structure of Aspira. One of the important outcomes of this was the evaluation report of the newly founded Aspira Parent Training Institute Program (A.P.T.I. Program). The unit also served the A.P.T.I. Program within an advisory capacity in the selection of its researcher and provides technical support to it.

- The office of Planning, Evaluation and Research has as its second basic function the planning of additional programs which would help the hispanic community in New York City to meet many of its needs. An outcome of this function consisted of preliminary research work done to justify the needs of the hispanic community in New York City regarding new areas of concern to Aspira of New York: adult education, peer counselling techniques, etc.

In addition to this unit's two basic functions, the researchers sought funds to provide Aspirantes with some research experience. As a result, the First National City Bank provided monies to be used during the summer months (effective July 1, 1975 through August 26, 1975).



## ASPIRA EDUCATIONAL OPPORTUNITY CENTER

During the 1974-1975 academic year the growth of the A.E.O.C. has become evident through the development and implementation of specialized counseling services. A number of A.E.O.C. counselors participated in a Counseling Master's Program in conjunction with Queens College. The experience gained through participation in the two year degree program has proven to be fruitful for both the counseling staff, and the A.E.O.C. This is manifested in the confidence and expertise developed at the center which has resulted in providing our students with wider post secondary educational opportunities.

- Senior Counselors clarify academic and vocational choices for high school seniors and inform students on educational and career trends. At the present time many Puerto Rican youths are pressured by circumstances to contribute, however modestly, to the economic survival of their families. Our Senior Counselors re-emphasize the value of a formal education placed by society and assist the student in defining and pursuing realistic goals.

- College Counselors provide college students at designated institutions with personal and academic counseling as well as financial counseling at a critical time of their education, freshman year.

- The Graduate Counselor is equipped with vital information which aids the student in coming to a decision concerning Graduate School. This counselor has this dual role of also advocating for minority students at the graduate level.

- The Health Careers Counselors service students interested in all aspects of the medical and health related professions. The students in said caseload range from high school juniors through (to) students in Medical School. The unit provides personal counseling, academic counseling and assists the student in clarifying their goals and objectives.



### Basic Skills Center

This component of the A.E.O.C. provides a developmental academic program for college freshmen and sophomores. In particular it conducts workshops to raise the consciousness of the students academic skills and habits. Students initially are screened, evaluated and proceed to attend mini-workshops on basic skills. Workshops were held on curriculum selection, developmental reading, mathematics, term paper composition and study techniques. Sessions on "Strategies for Learning" for college students also took place at Hostos Community College, Baruch College, Pace College and York College.

### Annual A.E.O.C. Conferences

The College Interview Meeting afforded minority students the opportunity to meet and talk with college personnel representing schools located throughout the country. The 1974-1975 C.I.M. was held at Columbia University and was sponsored by the Columbia University Latin American Student Organization. It brought together over 100 college representatives and approximately 1300 high school juniors.

The Graduate and Professional School Conference was also held at Columbia. This activity provided an opportunity for college Juniors and Seniors to meet with admissions officers from graduate school in Business, Psychology, Social Work, Education, Arts & Sciences, Law and Medicine.

Both activities are of value to our students since they open new horizons for them and bring the Aspira goal of "Excellence Through Education" one step closer.



## LEADERSHIP PROGRAM

Some of the outstanding events of the past year led to direct involvement of The Club Federation in several levels, i.e., participation in an emergency drive to provide clothing for victims of the hurricane which devastated Honduras in September of 1974, and a school related issue, in which an analysis of education in the Archdiocesan Catholic High Schools, was made which led to a better understanding of the role of parents in the education of their children, and a closer working relationship between the school and the parents.

The Club Federation also held its annual conference at New York University in November of 1974 with 110 students participating. Another "first" for Aspira this past year was the preparation and celebration of the ACF Senior Prom, which took place at the Statler Hilton Hotel.

Along more already established lines, the Federation Clubs became more defined in several aspects, on which they focused their energies and attention. This year the students requested specific seminars on student rights, sex education, careers, and the role of women.

The Centers offered the students tutoring programs, film festivals, forums on such typical subjects as International Women's Year, and information on areas of law and order enforcement. On a regular basis, workshops are offered in Puerto Rican history, drama, and creative writing.



This year, in addition to the existing clubs at the various borough centers (Bronx, Manhattan and Brooklyn), the Leadership Program added a Cultural component to its program offering various workshops such as dance, silk screening, journalism (which led to the publication of the newspaper *El Aspirente*), photography, painting, folkloric rhythm, costume design and leather crafts. These became a significant initial step towards developing cultural identity among the participants.

The journalism class at the Aspira Educational Opportunity Center.



## LEADERSHIP: CULTURAL COMPONENT

During the month of January 1975, the Agency decided to experiment with the development of workshops related to the arts with particular emphasis on the cultural manifestations of Puerto Rico. It was a step forward in channeling the potential and creativity expressed by the students in the innumerable activities held by the Clubs, borough councils and A.C.F.

Nine workshops were established throughout the centers. Of these, three workshops on journalism proved to be of the utmost importance due to its organizational values. The Agency recognized the need to develop in students journalistic skills that would enable them to publish a newspaper which could act as a vehicle of information between students, parents and community. Within a period of six weeks, the students produced their own newspaper "El Aspirante".

The other workshops included:

### Bronx Center

- Rhythm - The interest expressed by the students made this workshop one of the most successful.

- Poetry - The Academy of American Poets sponsored this workshop. The curriculum consisted of techniques in self expression and exposure to contemporary Puerto Rican poets which resulted in some of the works published here.

### Brooklyn Center

- Artesanias: The students in this workshop designed and constructed colorful masks representative of those used in the traditional festivity of Loiza Aldea in Puerto Rico. Wearing these masks and bright "vejigantes" costumes they sang and danced through the streets of East Harlem as part of the Feria de Expresion Puertorriquena sponsored by the Centro de Estudios Puertorriqueno in June 1975.

- Theatre - This workshop provided the students with techniques and supervision which enabled them to develop their acting ability to the extent of improving and performing their own programs.

### Manhattan

- Photography - Besides being extremely beneficial to the participants, this workshop served as a means by which the Agency's activities were able to be visually recorded.



An aspirante participating in the Feria de Expresion Puertorriquena.

• Drawing and Painting - This workshop became a complimentary course of studies for the participants most of whom were enrolled in the nearby School of Arts and Design

Laura Rodriguez - "I feel that the program has made me grow closer to Aspira and I have enjoyed learning in the workshop. Together we are learning of our culture, our past and hopefully preparing for our future"

(The following represent comments from the students and samples of their finished work)

Nancy Gonzalez - "The theatre workshop has taught me to have more trust in myself and in other people. It has also taught me to be more honest and open. I feel that it was too short."



The theatre workshop  
at the Brooklyn Center

## EL INDIO TAINO

*Wise, struggling creatures  
creative, artistic, people  
Aggressive, intelligent, INDIOS  
INDIO TAINO, TAINO INDIO*

*BORIQUEN . BORIQUEN, Land of  
the Brave man  
Ruled by a collective group of  
Leaders, Caciques, Caciques*

*Bohi, Bohi, medicine man,  
religious leader depending on  
spiritual gods to heal  
wounded bodies and souls  
Yukiyu supreme creature  
living in El Yunque great  
rainforest of "NUESTRA ISLA"  
HURACAN god "EL MALO  
El Indio Taino with a brown  
golden thumb cultivated  
sweet potatoes, cotton, corn and  
a fine TABACO  
NABORIAS, NABORIAS, a group  
of women who farmed and worked  
on the land*

*'Tambien' the seafaring  
natives were excellent  
fisherman*

*Salsa, musica, dancing, birth,  
revolution and happiness all  
affairs in which the whole tribe  
took part in a form of an  
AREITO AREITO*

*A village plaza in which an Areito  
took place and various sports were  
known as a BATEY*

*All this and more combine  
to form a TAINO INDIO, INDIO TAINO  
But yet we are told we have  
no culture, no backbone  
TENEMOS LA SANGRE  
DEL INDIO TAINO*

By Alfred Miranda

## QUE FALTA

*Naci, creci y me crié  
en las vecindades de mi  
bella Isla Antillana  
Se lo que es bailar una  
danza, una plena y  
una zamba  
Bailo al son de  
Ismael y canto a mi tierra  
la música de Rafael*

*Naci, crecí y me crié  
en las vecindades de mi  
bella Isla Antillana*

*Por razones desconocidas  
ahora me encuentro en la  
ciudad de los rascacielos*

*Naci, crecí y me crié  
en las vecindades de mi  
bella Isla Antillana*

*Aunque estoy entre  
mi gente, no se pero  
no lo siento,  
aquí todo es frío  
Y mi música necesita  
el calor de mi  
bella Isla Antillana*

By Tsan Sanchez

## THE MAKEBELIEVER

*Who is the makebeliever?  
I was a makebeliever,  
No more a makebeliever!  
Now they are makebelievers*

*They, they who laugh at their  
JIBARO HERMANO,  
They, they who are shy  
so shy to speak their language,  
so shy to show their parents  
because their parents have a  
darker complexion*

*"So called friends might talk  
then these makebelievers cannot walk,  
They, they who have lost  
identity, dignity and pride,  
All like to hide  
and soon they will die*

By Alfred Miranda

## THE PUERTO RICAN WOMAN

For the great majority of the world's female population the fact that the United Nations in an international conference declared 1975 International Women's Year, will probably go unnoticed. This proclamation culminated in a world wide conference held in Mexico City in May 1975. It is even more unlikely that her life and the lives of thousands like her will change due to this. Nor is it likely that she will be affected directly by any dynamic action programs which may be set in motion by this conference. However, the mere fact that such a conference can now take place is an indication of the need to advance the status of women and fully integrate them into a total developmental effort of equality in economic and political affairs.

The majority of Puerto Rican Women will fall into the category of those not being affected by this conference. The occupational tasks and daily survival must take priority. Either for those that must go out to work or for those staying at home, International Conference and the discussions and decisions resulting from them, do not relate to their immediate world. However, the Puerto Rican woman because of the energy and attitudes which she developed by historical and social circumstance, has achieved notable emancipation. In 1932 she earned the right to vote in Puerto Rico. From the latter part of the XIX century she has exhibited and contributed enormous vitality in the areas of literature, politics, education and music. Such contributions have been made by Maria Bibiana Benítez (1783-1873), who was the first poetess to emerge in Borinquen and was known for her Classical Romantic drama "La Cruz del Morro," Mariana Bracetti (died in 1904) who distinguished herself as a patriot, and who embroidered the first national flag of Puerto Rico, the Banner of Lares. "La Borinquena" the national anthem was written by Lola Rodríguez de Tío (1843-1924), the island's foremost XIX Century poet. Ana Otero (1861-1905) was known for her dedication to the cause of an outstanding pianist and later established her own music academy, and Trinidad Padilla de Sanz (1868-1957), poetess, story writer and eminent pianist she was also a tenacious defender of the rights for

women, who wrote numerous articles as a feminist and a political figurehead. These examples are but a few used to depict the enormous vitality embodied within the Puerto Rican woman, a force which has too often been suppressed, conditioned and habituated. Still, she has emerged as a source of strength able to enhance, enrich, and direct the Puerto Rican culture. At present three out of every four students at the University of Puerto Rico in Rio Piedras are women, the same ratio exists for those holding academic degrees. Recently 63% of grants for economic aid were awarded to women. Thus, the Puerto Rican woman is reaching out in the competitive world better equipped academically as well as emotionally. The scene in New York City changes somewhat. The successful New York Puerto Rican woman of today is primarily first generation New York-born, of island-born parents. The main thrust of their occupation is in the field of education and of social service. Their mothers worked in the city's garment district, since weaving and needle-point were and still are considered a source of pride on the island, and their generation learned these trades while still very young. The priority which exists in the minds of Puerto Rican women in the city is the improvement of the Puerto Rican community primarily through the vehicle of education. Aspra of New York Inc., has focused its commitments on this goal. It was the first private Puerto Rican agency of its kind to be established in New York which recognized the need to serve the Puerto Rican youth. The dream became a movement and the movement is now fifteen years old. Today thanks to the faith and foresight of a few and the faith in those few on the part of foundations and corporations, Aspra of New York now serves 4,600 students on a high school level and 690 in college and graduate levels. This dream which became a reality was spearheaded by a Puerto Rican woman, Ms. Antonia Pantoja, an educator whose dynamics, intelligence and vitality have left their irrevocable mark.

*Maria M. Bonilla*  
*Assistant Executive Director*

## COLLEGE PLACEMENT 1974-1975

### Undergraduate Placement

Private	198
City University of New York	321
State University of New York	54
Vocational & Technical Schools	13
Other Program	22

Total	606
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### Graduate Placement

Private	44
CUNY	9
SUNY	2

Total	55
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### Medical Placement

Private	22
SUNY	6

Total	28
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Total Aspirant Placement	690
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## Undergraduate Placement 1974-1975

### CITY UNIVERSITY OF NEW YORK

	No of Placements
Baruch College	18
Bronx Community College	27
Brooklyn College	22
City College	44
Hostos Community College	10
Hunter College	29
John Jay	13
Kingsborough Community College	10
LaGuardia Community College	6
Lehman College	37
Manhattan Community College	26
Medgar Evers College	4
New York City Community College	48
Queens College	13
Queensborough Community College	6
Staten Island Community College	5
York College	3

TOTAL CUNY PLACEMENT	321
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### STATE UNIVERSITY OF NEW YORK

	No of Placements
SUNY at Albany	11
SUNY at Binghamton	4
SUNY at Brockport	2
SUNY at Buffalo	3
SUNY at Cortland	1
Dutchess Community College	1
Fashion Institute of Tech	6
SUNY at Farmingdale	10
Nassau County Community College	1
SUNY at New Paltz	5
SUNY at Oswego	1
SUNY at Old Westbury	2
SUNY at Poughkeepsie	3
SUNY at Stony Brook	3
Suffolk Community College	1
TOTAL SUNY PLACEMENT	54

## PRIVATE INSTITUTIONS

	No. of Placements		No. of Placements
Academy of Dramatic Arts	4	Jamestown Community College	1
Adelphi	1	Kean College	1
Amherst College	2	Le Moyne	1
Bauder College	1	Leward Community College	1
Berkeley School of Business	1	Long Island University	5
Berkeley School of Music	1	Luther College	4
Boston College	2	Lyndon State	1
Bowdoin College	1	Manhattan College	5
Burke College	1	Massachusetts University	1
Columbia University	7	Marist	4
Colby College	1	Marymount	3
Cornell University	5	Mercy College	3
Drexel University	1	Misericordia Hospital	1
Duke University	1	Miami University	1
Eastern College	1	Mount Assumption College	1
El Centro College	1	Mount St. Mary	1
Elizabeth Seton College	1	Mount St. Vincents	2
Fairfield College	1	Mount Holyoke	1
Fordham University	26	Nathaniel Hawthorne	1
Geneseo State	1	New Hampshire	1
Georgetown University	1	New Mexico State University	1
Harvard University	1	New York Inst. of Tech	2
Hood College	1	New York University	19
Indiana University	1	Niack College	1
Interamerican University	2	Rochester Institute of Tech	2
Ithaca College	3	University of Connecticut	1
Oberlin College	1	University of Massachusetts	1
Pace University	3	Utica College	1
Pennsylvania University	4	Vassar College	1
Polytechnic Institute	2	Wagner College	1
Pratt Institute	3	Wesleyan	1
Princeton University	2	William Penn	1
Puerto Rico University	1	Williamington College	1
Radiant	1	Yale University	2
Rensselaer Polytechnic	1		
Rice University	1	TOTAL PRIVATE SCHOOLS	196
Rochester University	2		
Roger Williams College	3		
Russell Sage College	1		
Rutgers University	1		
School of Visual Arts	3		
Siena College	2		
Skidmore College	1		
Smith, William College	1		
Southern Connecticut College	2		
St. Francis University	1		
St. Johns University	7		
St. Lawrence	1		
Syracuse University	8		
Technical Careers Institute	1		
University of California	1		

## NOTES TO FINANCIAL STATEMENTS

### 1 Summary of Significant Accounting Policies:

*Contributions and grants* are recorded upon notification from the donor. Funds designated for use in future periods are recorded as deferred revenue and recognized as revenue in the designated period. All contributions and grants are considered to be available for unrestricted use unless specifically restricted by the donor. *Depreciation* is provided on a straight-line basis over the estimated useful lives of the assets (see Note 2).

*Fixed Assets* on which donor-imposed restrictions or conditions exist are recorded in the donor restricted fund. At such time as the restrictions lapse or the specified conditions are met, such assets are transferred to the Building and Equipment Fund.

### 2 Accounting Change:

Pursuant to "Audits of Voluntary Health and Welfare Organizations," industry audit guide which was issued by the American Institute of Certified Public Accountants, effective for all fiscal years beginning on or after July 1, 1974, Aspira changed its method of accounting for fixed assets. The audit guide requires fixed assets to be carried at cost with depreciation recorded as an element of expense. Prior to June 30, 1971, Aspira capitalized fixed assets of \$48,004, of which \$13,302 in the General Fund were fully depreciated at June 30, 1974 and accordingly, have been written off. The remaining \$34,702, capitalized in the Building and Equipment Fund, would have had accumulated depreciation of \$15,842 at June 30, 1974. Such adjustments are reflected in the Statement of Support, Revenue and Expenses, and Changes in Fund Balances. Fixed assets purchased between June 30, 1971 and June 30, 1974 were expensed as incurred and are capitalized in the current period. The cost of such assets and the corresponding accumulated depreciation is as follows:

	Building and Equipment Fund	Student Aid, Counseling and Placement
Cost of assets purchased between June 30, 1971 and June 30, 1974	\$5,286	\$2,040
Less accumulated depreciation through June 30, 1974	(1,321)	(276)
Net fund balance adjustment	<u>\$3,965</u>	<u>\$1,764</u>

### 3 Pension Plan:

Aspira, together with its affiliate, Aspira of America, Inc., has a contributory pension plan available to all employees electing to participate and meeting length of service requirements. Contributions are made to the plan based upon a percentage of the participating employees gross salary. Pension expense for fiscal 1975 is approximately \$6,700.

The Employee Retirement Income Security Act of 1974 (commonly referred to as the Pension Reform Act) became law in 1974. Actuarial estimates of the impact of the Act's provisions upon Aspira's periodic provision for pension expense, periodic funding of pension costs and unfunded vested benefits have not yet been made.

### 4 Mortgages on Land and Building:

Mortgages payable comprise the following:

First mortgage, interest at 6% per annum, due February 1, 1976	\$ 2,129
Second mortgage, interest at 9% per annum, due in quarterly installments of \$600 including principal and interest. Such payments will continue until further notice by the mortgagee or until the loan is paid in full	<u>11,841</u>
	<u>\$13,970</u>

### 5 Commitments:

Aspira is obligated under lease agreements expiring on various dates through 1980. Minimum annual rentals aggregate approximately \$62,000 for fiscal 1976, \$58,000 for fiscal 1977, \$44,000 for fiscal 1978 and \$30,000 annually thereafter. Certain leases contain escalation clauses relating to cost of living adjustments and tax and utility rate increases.



**ASPIRA of NEW YORK, INC**  
**BALANCE SHEET, June 30, 1975**

<b>ASSETS:</b>	<b><u>Unrestricted</u></b>	<b><u>Restricted</u></b>	<b><u>Total</u></b>
Cash and cash equivalent	\$ 47,654	\$125,883	\$173,537
Grants receivable		142,505	142,505
Interfund receivable		29,235	29,235
Land	76,775		76,775
Building, office furniture and equipment (Note 2)	43,374	10,022	53,396
Less, Accumulated depreciation	<u>(19,596)</u>	<u>(832)</u>	<u>(20,428)</u>
	23,778	9,190	32,968
Other	3,953	850	4,803
Totals	<u>\$152,160</u>	<u>\$307,663</u>	<u>\$459,823</u>

**LIABILITIES and FUND BALANCES**

Interfund payable	\$ 29,235		\$ 29,235
Payroll taxes and medical benefits	28,010		28,010
Pension contributions payable (Note 3)	2,053		2,053
Mortgages payable (Note 4)	13,970		13,970
Contributions designated for future periods		\$142,505	142,505
Other	1,265	560	1,825
Fund balances (deficit)			
Student aid, counseling and placement		76,825	76,825
Community services		82,613	82,613
Research		5,160	5,160
General fund	(9,992)		(9,992)
Building and equipment fund	<u>87,619</u>		87,619
Totals	<u>\$152,160</u>	<u>\$307,663</u>	<u>\$459,823</u>

*The accompanying notes are an integral part of the financial statements*

# STATEMENT OF SUPPORT, REVENUE, AND CHANGES in FUND BALANCES

for the year ended June 30, 1975

✓ = gift  
A = miscellaneous

	Unrestricted Funds		Restricted Funds			
	General Fund	Building and Equipment Fund	Student Aid, Counseling and Placement	Community Services	Research	Total All Funds
Public support, grants and revenue	\$ 50,000		\$204,931	\$524,433		\$ 779,364
Governmental grants	34,221		25,000	45,000		104,221
Foundations	2,500		101,678		\$33,496	137,674
Corporations	2,165					2,165
Rental income		\$ 7,200				7,200
Interest	1,120		1,971			3,091
	90,006	7,200	333,580	569,433	33,496	1,033,715
Transferred from Aspira of America, Inc.	56,250		35,261			91,511
Total public support grants and revenue	146,256	7,200	368,841	569,433	33,496	\$1,125,226
Expenses.						
Program services			386,811	511,084	28,336	\$ 926,231
Management and general	162,083	6,045				168,128
Fund raising	26,204	243				26,447
Total supporting services	188,287	6,288				194,575
Total expenses	188,287	6,288	386,811	511,084	28,336	\$1,120,806
Excess (deficiency) of public support, grants and revenue over expenses	(42,031)	912	(17,970)	58,349	5,160	
Other changes in fund balances						
Equipment acquisitions from unrestricted funds	(1,047)	1,047				
Capitalization of equipment purchased in prior years (Note 2)		3,965	1,764			
Depreciation on assets capitalized in prior years (Note 2)	(13,302)	(15,842)				
Transfer of funds	(877)	1,000	(3,459)	3,336		
Fund balances, June 30 1974	47,265	96,537	96,490	20,928		
Fund balances (deficit), June 30 1975	(\$ 9,992)	\$87,619	\$ 76,825	\$ 82,613	\$ 5,160	

The accompanying notes are an integral part of the financial statements.

# STATEMENT of FUNCTIONAL EXPENSES

for the year ended June 30, 1975

	Program Services				Supporting Services			
	Student Aid, Counseling and Placement	Community Services	Research	Total	General and Building and Equipment Funds	Fund Raising	Total	Total Expenses
Salaries	\$264,951	\$356,951	\$20,989	\$642,891	\$ 91,244	\$19,245	\$110,489	\$ 753,380
Payroll taxes and fringe benefits	27,126	32,724	1,912	61,762	11,615	1,675	13,290	75,052
Total salaries and related expenses	292,077	389,675	22,901	704,653	102,859	20,920	123,779	828,432
Occupancy and utilities	44,126	91,470	3,234	138,830	9,395	1,339	10,734	149,564
Other office operating expenses	24,172	20,223	1,859	46,254	19,922	2,907	22,829	69,083
Travel and meetings	3,210	2,696	58	5,964	19,821	1,038	20,859	26,823
Awards and grants	16,195			16,195	3,827		3,827	20,022
Miscel- laneous	6,754	6,824	201	13,779	10,114		10,114	23,893
Total expenses before depre- ciation	386,534	510,888	28,253	925,675	165,936	26,204	192,142	1,117,817
Deprecia- tion	277	196	83	556	2,190	243	2,433	2,989
Total expenses	<u>\$386,811</u>	<u>\$511,084</u>	<u>\$28,336</u>	<u>\$926,231</u>	<u>\$168,128</u>	<u>\$26,447</u>	<u>\$194,575</u>	<u>\$1,120,806</u>

The accompanying notes are an integral part of the financial statements.

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### **Major Corporate Contributors**

Bankers Trust Company  
National Allotment Avon Corporation  
First National City Bank  
Manufacturers Hanover Trust  
Chemical Bank

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Robert Sterling Clark Foundation  
Helena Rubinstein Foundation  
Morgan Guaranty Trust of New York  
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J.M. Foundation  
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Workers of America  
District 1199 - Drug and Hospital Union  
Oscar Garcia-Rivera

### **Government Grants**

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Commonwealth of Puerto Rico  
United States Office of Economic Opportunity  
Special Services and Talent Search  
United States Office of Education

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New York, New York 10010

Aspira Brooklyn Center  
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Brooklyn, New York 11201

Aspira Bronx Center  
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Bronx, New York 10455

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Ms. Maria M. Bonilla, Assistant Executive Director  
Dr. Norma Stanton, Program Director  
Planning, Evaluation and Research Unit  
Ms. Alice Cardona, Program Director  
Aspira Parent Training Institute  
Mr. Israel Colon, Leadership Program Director  
Mr. Joseph Cintron, Fiscal Officer

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